DOCUMENT RESUME

ED 061 349 UD 012 164

AUTHOR	Chamberlain, Ed.
TITLE	1970-71 Language Development; Intermediate and Secondary. Final Report.
INSTITUTION	Columbus Public Schools, Ohio.
PUB DATE	[71]
NOTE	30p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Compensatory Education Programs; Comprehension Development; Inservice Programs; Intermediate Grades; *Language Development; Parochial Schools; *Program Evaluation; Public Schools; *Remedial Reading; Secondary Grades; Underachievers; Vocabulary Development
IDENTIFIERS	*Elementary Secondary Education Act Title I; ESEA Title I; Ohio

ABSTRACT

The main emphasis of the Title I ESEA Intermediate and Secondary Language Development Component was to help raise the reading level of pupils who were above 80 in measured intelligence but who were achieving at least one year below grade level in reading level in reading skills on standardized tests. In addition, the Intermediate and Secondary Language Development Component included an extensive in-service program for both staff improvement and program development. The component served 23 public elementary schools, four non-public elementary schools, and nine public high schools. Fourteen hundred and fifty-eight pupils were originally enrolled in the component, and 1367 were enrolled at the end of the component. The teachers conducted small group sessions, with the average group size being eight pupils, approximately every school day for 50 minutes. The maximum teacher load at any one time during the year was 35. The pupils also attended regular classes and were encouraged to extend their reading skills in the regular classroom. Activities in the program concentrated on the following areas: motivation, motor activities, visual discrimination, auditory perception, listening, sight vocabulary, word analysis, comprehension, phonics, and study skills. (Author/JM)

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FINAL REPORT

1970-71 LANGUAGE DEVELOPMENT

INTERMEDIATE AND SECONDARY

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UD012164

TITLE I ESEA
INTERMEDIATE AND SECONDARY LANGUAGE
DEVELOPMENT COMPONENT

Abstract
1970-71

	Public Schools	Parochial Schools	Total
Pupils	1768	140	1908
Schools	32	4	36
Teachers	47	4	51
Cost (approximate)			$ 593,800

Description: The main emphasis of the component was to help raise the reading level of pupils who were above 80 in measured intelligence but who were achieving at least one year below grade level in reading skills on standardized tests.

In addition to the above, the Intermediate and Secondary Language Development Component included an extensive in-service program for both staff improvement and program development.

The component served twenty-three public elementary schools, four non-public elementary schools, and nine public high schools. Supervision was maintained by two full-time teacher coordinators. The component employed 51 full-time certified teachers.

Time Interval: The component operated from September, 1970 to mid-June, 1971.

Activities: Most component pupils remained in the component for the entire time interval between September and mid-June. However, as pupils dropped from the program, new pupils were added. The number of pupils served in

public schools by the component can be summarized as follows:

Original entries	1458
Pupils dropped	401
Pupils in component for entire time interval	1057
Pupils added	310
Pupils enrolled at end of component	1367
Total pupils served by component	1768

The teachers conducted small group sessions (average of 8 pupils) approximately every school day for 50 minutes. The maximum teacher load at any one time during the year was 35. The pupils also attended regular classes and were encouraged to extend their reading skills in the regular classroom.

Activities in the program concentrated on the following areas: motivation, motor activities, visual discrimination, auditory perception, listening, sight vocabulary, word analysis, comprehension, phonics, and study skills.

Objectives

- To help the underachieving pupil (grades 4-12) improve his reading achievement.
- To help the intermediate level underachieving pupil become more successful in his regular reading class work.

Evaluation Strategy: Although the Intermediate and Secondary Language Development Component served approximately nineteen hundred pupils, the evaluation of the component only assessed the performance of public school pupils.

Improvement in reading achievement was measured by the Reading Subtest of the California Test of Basic Skills (CTBS), which was administered in October, 1970, and again in May, 1971. Analysis of test data revealed the following results:

1. Percent of pupils surpassing expected grade placement scores on the post-test

	Vocabulary	Comprehension
A. Intermediate (Grades 4-6)	49.3%	50.4%
B. Jr. High (Grades 7-9)	57.1%	58.4%
C. Sr. High (Grades 10-12)	67.7%	65.5%
Total (Grades 4-12)	51.0%	52.0%

2. Percent of students by degree of improvement, according to guidelines set by State of Ohio Department of Education. Degrees of improvement are coded as follows:

4 = marked improvement (15 months or more)
3 = improvement (11 months to 14 months)
2 = some improvement (6 months to 10 months)
1 = little or no improvement (5 months or less)

A. Vocabulary	4	3	2	1
(1) Intermediate	26.3%	11.3%	20.2%	42.1%
(2) Jr. High	38.0%	9.2%	13.0%	39.7%
(3) Sr. High	54.8%	6.5%	12.9%	25.8%
(4) Total	28.9%	10.8%	18.9%	41.3%

B. Comprehension	4	3	2	1
(1) Intermediate	29.1%	12.8%	17.6%	40.5%
(2) Jr. High	36.7%	12.2%	11.7%	39.3%
(3) Sr. High	55.2%	6.9%	3.4%	34.5%
(4) Total	30.9%	12.6%	16.3%	40.2%

The overall gains indicated by achievement test data in vocabulary and reading comprehension were somewhat less than expected. However, a consistent pattern is seen when examining test data according to intermediate, junior high, and senior high levels. As a group, the senior high pupils showed the greatest amount of improvement, the junior high group was second, and the intermediate group showed the least amount of improvement.

Analysis of final grades in regular reading class earned by component pupils (grades 4-6) indicates a rather high degree of success in regular reading class work. The distribution of letter grades, by percent, was as follows:

A - 2.2%
B - 19.5%
C - 52.2%
D - 23.7%
E - 2.4%

The proportion of pupils achieving a passing grade (D or better) was 97.6%, which is well above the estimated city average of 92%.

Conclusions: The component was partially successful in attaining objective 1. The greatest amount of success was attained by the senior high group, the junior high group was second, and the intermediate group showed the least amount of improvement.

The component was highly successful in attaining objective 2.

Recommendations: Pupils who demonstrated deficiencies at the end of the component should continue in next year's Intermediate or Secondary Language Development Component.

The pattern of varying degrees of achievement between the intermediate and secondary elements of the component might suggest further study to determine whether the greater achievement on the secondary level is a function of maturation, or whether there are procedures or conditions inherent in the secondary reading class which could be adapted to the intermediate reading class for greater effectiveness.

Grading procedures might be examined to determine whether there is true comparability between grades assigned to pupils in schools served by the component, and grades assigned to pupils in city schools as a whole. Possibly the criterion for success in regular reading class work should be based on the percent of pupils achieving passing grades in schools served by the component, rather than the estimated city-wide percentage.

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FINAL REPORT
1970-71 LANGUAGE DEVELOPMENT
INTERMEDIATE AND SECONDARY

SECTION I - Objectives of the Evaluation

A. Philosophy and Goals of the Component

The 1970-71 Language Development Component was designed to continue the educational efforts of past Title I language development programs: to better service the educational needs of disadvantaged children.

As children progress beyond the early school years, success in the formal instructional program becomes increasingly dependent on ability to read. Testing results reveal that many disadvantaged pupils read at a lower level than established norms. Many disadvantaged pupils reading at or above established norms are capable of reading better than they do.

Assessment of community, school and pupil achievement factors indicates the need for concentration of services in schools having a high concentration of disadvantaged pupils; the need for more personalized instruction than can be provided in the regular classroom; and the need for intensified educational techniques, materials, and equipment. Qualified and dedicated teachers are chosen, and given further training as reading teachers by an extensive in-service program.

Reading efforts in the intermediate and secondary grades are directed toward the following goals:

1. Improving the reading achievement of pupils by extending their reading skills toward a level commensurate with their ability as indicated by scores on standardized tests.

2. Improving the pupils' attitudes toward reading, as exhibited by such behaviors as beginning, or increase in, activity in learning through reading, reading for pleasure, and independent reading.

B. Behavioral Objectives of the Component

Objective 1. To help the underachieving pupil improve his reading achievement; such that if successful, pupils will make satisfactory progress toward raising their level of grade placement in reading vocabulary and comprehension. Satisfactory progress shall be defined as the amount of change in grade placement which is greater than that which normally would be expected on a pre-post administration of the reading sub-test of the California Test of Basic Skills. Normal expectation will be considered to be the average yearly progression of each pupil in reading achievement in addition to his pre-test grade

placement e.g., a fifth grader achieving at 3.5 at entrance in the fifth grade has an average achievement progression of 0.7. His normal expected grade placement at the end of the fifth grade would be 4.2 (3.5 + 0.7). The degree to which this objective is realized will be the percentage of component enrollees who surpass expected levels of grade placement in one of the two reading achievement areas (Vocabulary or Comprehension).

Objective 2. To help intermediate level (grades 4-6) underachieving pupils to become more successful in their regular reading class work, such that if successful, 92 percent of those enrolled in the component receive a passing grade., i.e., D or better, as a final grade in reading. Ninety-two percent is based on the estimated city-wide pass-fail rate in reading.

SECTION II - Organization of the Component

A. Schools Served

Thirty-two public schools of the Columbus Public School District and four Diocesan schools were served by this component. Twenty-three of the public schools were elementary schools - Beatty Park, Beck Street, Clearbrook, Douglas, Eleventh Avenue, Fair Avenue, Felton, Franklinton, Fulton, Garfield, Hamilton, Lincoln Park, Livingston, Main Street, Milo, Ohio Avenue, Pilgrim, Reeb Avenue, Second Avenue, Sullivant, Trevitt, Weinland Park and Windsor. Seven were junior high schools - Champion, Everett, Franklin, Linmoor, Mohawk, Monroe, and Starling. There were two senior high schools - Central and East. The four Diocesan schools were Holy Rosary, Rosemont, Sacred Heart, and St. Dominic's.

B. Selection of Pupils

Selection was made on the basis of choosing pupils who could gain from additional reading instruction and reading guidance, but whose present achievement is six months or more below grade level expectation.

The following steps were employed in the selection of elementary pupils for participation in reading improvement:

Between September 6, 1970 and September 25, 1970 all pupils in grades 4, 5, and 6 were given the California Test of Basic Skills.

The learning discrepancy of each pupil tested was determined by the intermediate language development teacher on the basis of the standardized test data received from the California Test of Basic Skills. Pupils were than ranked in order of increasing discrepancy between achievement and grade norms.

Each intermediate language teacher then selected for further diagnosis and instruction approximately 35 pupils who showed the greatest learning discrepancy.

It was the responsibility of the language development teacher to determine variations in the length of time a pupil would receive instruction.

The following steps were employed in the selection of junior high pupils for participation in reading improvement:

Between September 6, 1970 and September 25, 1970 all pupils in grade 8 were given the California Test of Basic Skills.

The learning discrepancy of each pupil tested was determined by the language development teacher on the basis of the standardized test data received from the California Test of Basic Skills. Pupils were than ranked in order of increasing discrepancy between achievement and grade norms.

The language development teacher then selected approximately 7 pupils per period for instruction. These pupils were scheduled by the reading teacher during one of their study hall periods, 4 periods per week. The teaching load of the language development teacher was not to exceed 35 pupils per day. When pupils were selected from their assigned study halls, they were assigned to the language development lab by their principal.

As pupil vacancies occurred, the language development teacher selected replacements from the study hall, who were then reassigned to the language development lab by their principal.

During the year, seventh and ninth grade pupils could be included in the component on the recommendation of the language development teacher or the counselor, when the schedule permitted.

Any teacher or counselor, at any time during the year, could recommend a pupil for diagnosis and possible inclusion in the component. It was the responsibility of the language development teacher to determine variations in the length of time a pupil would receive instruction.

The following steps were employed in the selection of senior high pupils for participation in language development:

Between September 6, 1970 and September 25, 1970 all pupils in grade 10 were given the California Test of Basic Skills. The language development teacher determined the learning discrepancy of each pupil tested on the basis of the standardized test data received from the California Test of Basic Skills. Pupils were then ranked in order of increasing discrepancy between achievement and grade percentile.

The language development teacher then selected approximately 7 pupils per period for instruction. These pupils were scheduled by the language development teacher during one of their study hall periods, 4 periods per week. The teaching load of the component

teacher was not to exceed 35 pupils per day.

When pupils had been selected from the assigned study hall, the principal then re-assigned them to the language development lab.

As pupil vacancies occurred, the language development teacher selected replacements from the study hall, for re-assignment to the language development lab.

At any time during the year, any teacher or counselor could recommend a pupil (10th, 11th, or 12th grade) for diagnosis and possible inclusion in the Language Development component.

C. Staff

Fifty-one teachers taught in the Language Development Component. There were forty-seven component teachers in public schools, and four component teachers in Diocesan schools. The duties of the teachers were as follows:

1. To assist in the school-wide testing program which serves as a basis for screening pupils.

2. To direct and conduct diagnoses for individual pupils who appeared to be reading at levels below their anticipated ability.

3. To interpret the results of diagnoses to faculty members, parents, and to pupils themselves.

4. To help regular classroom teachers and teachers in below-average classes to make use of the data from diagnoses.

5. To instruct and guide pupils individually or in small groups if they read at levels well under what their ability indicates they can achieve.

6. To keep records of the pupils who have received special services, chart their progress, and indicate areas which need further work.

7. To communicate regularly with the classroom teacher concerning the methods tried and the progress made with each pupil.

8. To maintain a well-organized and adequate supply of books, materials, and supplies so that he could recommend and provide for individual needs quickly and efficiently.

9. To supply materials to other teachers when requested, or suggest materials that might be appropriate for a particular pupil or class.

10. To keep the faculty and administrators up to date on new developments and research in reading and on experimentation in other schools.

II. To analyze new books and materials that could be used in the language development component and recommend useful ones to the project supervisor.

The program coordinators provided a service and supporting relationship to teachers and principals. Their activities included the following:

1. Implementing language development through:

   a. Dissemination of ideas and materials.

   b. Regular and continuous schedule of conferences and visitations to building units.

   c. Direct help to classroom teachers and language development teachers through teaching demonstrations and work periods.

2. Building language development image through:

   a. Clarification of goals and roles.

   b. Encouragement of more effective planning and cohesion within building units.

   c. Encouragement of positive human relations.

3. Communicating information to building units and to component staff.

4. Participating in the planning and conducting of professional growth activities within a given school and on a component-wide basis.

5. Developing materials when necessary.

6. Hosting visitors who desire to see the language development approach in action.

7. Making recommendations concerning all aspects of the project, with particular emphasis upon curricular content, instructional methods, materials, and professional growth activities.

8. Planning parent participation activities.

D. Staff Development - In-Service Programs

There were 6 general meetings for all Title I ESEA personnel. These focused on aspects of child development, particularly factors causing educational deprivation of children. In addition, staff personnel met in study teams at least once a month to work on further development of the total Language Development Component.

E. Instructional Procedures, Methods, Media

The procedures of the reading effort can be summarized by the following steps:

1. Test, diagnose, and record each pupil's reading faults, limitations, and potential.

2. Select pupils, as described in Section II, part B (p. 2-4).

3. Group and schedule pupils according to levels and nature of problem.

4. Instruct and guide participating pupils.

5. Evaluate the total component.

6. Utilize evaluative feedback for further program development.

The 51 intermediate and secondary language development teachers conducted small group sessions (average of 8 pupils) approximately every school day for 50 minutes. The maximum teacher load at any one time during the year was 35. The pupils also attended regular classes and were encouraged to extend their reading skills in the regular classroom.

Activities in the component concentrated on the following areas: motivation, motor activities, visual discrimination, auditory perception, listening, sight vocabulary, word analysis, comprehension, phonics, and study skills.

SECTION III - Evaluation Procedures

A. Design for Evaluation of the Component

Although the Intermediate and Secondary Language Development Component served approximately 1900 pupils, the evaluation of the component only assessed the performance of public school pupils.

The following design was used to evaluate the two objectives of the component:

Objective 1. To help the underachieving pupil (grades 4-12) improve his reading achievement.

Instrumentation: Reading subtest of the California Test of Basic Skills.

Sample: All component enrollees

Administration: Pre-post test administration in October, 1970 and May, 1971.

Analysis:

1. Frequencies and percents of pupils surpassing expected grade placement scores on the post-test, by grade level.

2. Frequencies and percents, by grade level, of pupils placing in each of four degrees of improvement as specified in

guidelines set by the State of Ohio Department of Education.

Objective 2. To help intermediate level (grades 4-6) underachieving pupils to become more successful in their regular reading classwork.

Instrumentation: Form for reporting final grades (locally constructed).

Sample: All intermediate level pupils in the component.

Administration: Filled out by component teachers at end of school year.

Analysis: Frequencies and percents by grade level and final reading grade.

B. Standards, Bases for Judging Quality

The following criteria were used in judging the success of the component in meeting its objectives:

Objective 1. To help the underachieving pupil (grades 4-12) improve his reading achievement.

Criteria:

1. One measure of the degree to which this objective is realized will be the percentage of component enrollees who surpass expected levels of grade placement (as explained on p. 1-2) in one of the two reading achievement areas - vocabulary and comprehension.

2. A second measure of the degree to which this objective is realized will be the distribution of pupils placing in the four degrees of improvement as defined by the State of Ohio Department of Education. For a pupil enrolled in the component for the full school year, degrees of improvement are defined as follows:

Marked improvement:	15 months or more grade-unit achievement
Improvement:	11 months to 14 months grade-unit achievement
Some improvement:	6 months to 10 months grade-unit achievement
Little or no improvement:	5 months or less grade-unit achievement

Adjustments are also made on a sliding scale for pupils enrolled in the component for less than the full school year.

Objective 2. To help intermediate level (grades 4-6) underachieving pupils to become more successful in their regular reading class work.

Criterion: That at least 92 percent of component enrollees receive a passing grade, i.e., a D or better, as a final grade in reading. Ninety-two percent is based on the estimated city-wide pass-fail rate in reading.

SECTION IV - Program Outcomes

A. Opportunities, Experiences Provided

The Intermediate and Secondary Language Development teachers attempted to help component pupils on two levels:

1. Vocabulary and comprehension skills which the pupil was encountering in his regular classes.

2. Vocabulary and comprehension skills which the pupil should have mastered in earlier school experiences. The proportion of time spent on the two levels depended on the severity of the problem of each individual pupil and, therefore, varied from pupil to pupil.

To serve individual pupil needs, the Intermediate and Secondary Language Development teacher maintained an adequate supply of books and materials. The component pupils utilized the books and materials for their benefit under the supervision of the component teacher.

B. Pupil Gains and Losses

1. Enrollment Data

The component served a total of 1908 public and Diocesan pupils: 1768 from 32 public schools of the Columbus Public School District, and 140 from 4 Diocesan schools.

Enrollment data for pupils served in the public schools are as follows:

Original entries	1458
Pupils dropped	401
Pupils in component for entire time interval	1057
Pupils added	310
Pupils enrolled at end of component	1367
Total pupils served by component	1768

The component operated for the entire school year, from September, 1970, to mid-June, 1971.

2. Pupil Achievement Data

Improvement in reading achievement (Objective 1) was measured by pre- and post-test administration of the Reading Subtest of the

California Test of Basic Skills (CTBS). Testing was done in October, 1970, and again in May, 1971. Analysis of test data was in two sections:

a. Analysis based on individual expected grade placement to be achieved in the post-test.

b. Analysis by degrees of improvement between pre- and post-tests, based on standards set by the State of Ohio Department of Education.

Pre-post testing was required in grades 4-8 only. This was due to the fact that pre-test data came from the City-Wide Testing program, which is limited to those grades. However, about half of the component tenth grade, and all of the component eleventh and twelth grades, were pre- and post-tested in the component classroom. All senior high pupils tested were from East High School. Many ninth grade pupils received the post-test, but lack of pre-test data precluded any comparisons to measure progress for that grade. A further limitation in the interpretation of data from grades 10 to 12 is the smaller number of pupils tested.

a. Analysis by expected grade placements

Expected grade placements (as explained on p. I-2) based on pre-test scores were computed for each pupil in each of the two areas (vocabulary and comprehension) of the reading sub-test of the California Test of Basic Skills.

Grade placement scores achieved on the post-test were dichotomized as having surpassed, or not surpassed, expected grade placements. Percents of pupils surpassing expected grade placements are presented in Table I. Percents were computed as follows:

1) Percents of pupils surpassing expected grade placements in one or both of the two areas tested were based on the number of pupils who were tested in both areas, as were percents of pupils who surpassed expected grade placements in both areas.

2) Percents in a separate area (vocabulary or comprehension) were based on the number of pupils tested in that area, regardless of whether they were tested in the other area.

The original criterion for Objective I was: "The degree to which this objective is realized will be the percentage of component enrollees who surpass expected levels of grade placement in one of the two reading achievement areas (vocabulary or comprehension)." As indicated in Table I under "Vocabulary and/or Comprehension," the overall degree to which the component met this criterion was 73.3%. Within individual grades, the degree of success ranged from 64.3% (grade 7) to 100% (grade 12).

Additional information is given in the remaining columns of Table I. As indicated under "Vocabulary," 51% of component enrollees

TABLE I

PUPILS SURPASSING EXPECTED GRADE PLACEMENTS IN POST-TEST OF THE CALIFORNIA TEST OF BASIC SKILLS, READING SUBTEST, BY SKILL AREA

Grade	Vocabulary			Comprehension			Vocabulary and Comprehension			Vocabulary and/or Comprehension		
	N	f	%	N	f	%	N	f	%	N	f	%
4	334	159	47.6	341	160	46.9	334	85	25.4	334	230	68.9
5	356	167	46.9	354	186	52.5	353	95	26.9	353	255	72.2
6	280	152	54.3	282	146	51.8	280	86	30.7	280	212	75.7
7	43	17	39.5	58	25	43.1	42	8	19.0	42	27	64.3
8	141	88	62.4	139	90	64.7	139	64	46.0	139	112	80.6
10	21	14	66.7	19	13	68.4	18	9	50.0	18	17	94.4
11	5	4	80.0	5	2	40.0	5	2	40.0	5	4	80.0
12	5	3	60.0	5	4	80.0	5	2	40.0	5	5	100.0
Summary Gr.4-6	970	478	49.3	977	492	50.4	967	266	27.5	967	697	72.1
Summary Gr.7-8	184	105	57.1	197	115	58.4	181	72	39.8	181	139	76.8
Summary Gr. 10-12	31	21	67.7	29	19	65.5	28	13	46.4	28	26	92.9
Summary All Grades (4-12)	1185	604	51.0	1203	626	52.0	1176	351	29.8	1176	862	73.3

surpassed expected grade placements in vocabulary, with percents for individual grades ranging from 39.5 (grade 7) to 80 (grade 11).

Table 1 also indicates that 52% of component enrollees surpassed expected grade placement in comprehension, with individual grades ranging from 40% (grade 11) to 80% (grade 12).

The number of pupils surpassing expected grade placements in both vocabulary and comprehension is also indicated in Table 1. The overall proportion of component enrollees achieving beyond expected grade placements in both areas was 29.8%. The proportions of pupils in individual grades to do so ranged from 19% (grade 7) to 50% (grade 10).

The following observations can be made from data presented in Table 1:

1) In the senior high grades (grades 10-12), results for individual grades should be interpreted very cautiously, due to the small number of pupils tested per grade. However, more confidence can be placed in the total summary figures for grades 10-12.

2) Grade 7 was the least successful grade in surpassing expected grade placements.

3) There is a general trend (though not a perfect one) of progressively greater success from the lower to the higher grade levels in all four percent columns. This trend becomes quite explicit when grade levels are collapsed for the summaries of intermediate, junior high, and senior high levels. These data are summarized below in Table 2.

4) The overall degree of success of the component in meeting the present criterion was 73.3%. This compares favorably with last year's total percentage of improvement of 67.3%.

5) There was generally little difference in achievement between the two separate areas of vocabulary and comprehension.

TABLE 2

PER CENTS OF PUPILS SURPASSING EXPECTED GRADE PLACEMENTS, BY AREA AND COLLAPSED GRADE LEVEL

	Vocabulary	Comprehension	Both Areas	One or Both Areas
Intermediate (Grades 4-6)	49.3	50.4	27.5	72.1
Junior High (Grades 7-8)	57.1	58.4	39.8	76.8
Senior High (Grades 10-12)	67.7	65.5	46.4	92.9

b. Analysis by Degree of Improvement

A second measure of the degree to which reading achievement was improved was the distribution of pupils placing in the four degrees of improvement as defined by the State of Ohio Department of Education. For a pupil enrolled in the component for the full school year, degrees of improvement are defined as follows:

Marked improvement:	15 months or more.
Improvement:	11 months to 14 months.
Some improvement:	6 months to 10 months.
Little or no improvement:	5 months or less.

Adjustments were also made on a sliding scale for pupils enrolled in the component for less than the full school year.

Frequencies and percents, by grade level, were computed in each of the two areas of reading achievement, vocabulary and comprehension. These data are presented in Tables 3-6.

Distribution of pupils by degrees of improvement were less favorable than last year's distributions; however, last year's figures were based on a different test.

Degrees of achievement between intermediate, junior high, and senior high levels can be more easily compared by use of cumulative percents. Cumulative percents, arranged from the highest level of achievement to the lowest, are presented in Table 7.

The following observations can be made from data presented in Tables 3-7:

1) As noted in the previous section, the small numbers of pupils in individual senior high grades (grades 10-12) call for extreme caution in interpretation of data for these individual grades. However, more confidence can be placed in the summary figures for senior high grades.

2) The trend noted in the previous section, of progressively greater success from the lower to the higher grade levels, is much less evident on an individual grade basis; however, it is quite explicit when grade levels are collapsed for the summaries of intermediate, junior high, and senior high levels.

3) Differences in achievement between the two areas of vocabulary and comprehension were generally not large. There seemed to be a small trend toward greater achievement in comprehension than in vocabulary.

3. Final Reading Grade Data

Success in regular reading class work for pupils at the intermediate level (Objective 2) was measured by the following criterion:

TABLE 3

DISTRIBUTIONS OF COMPONENT PUPILS BY DEGREES OF IMPROVEMENT IN VOCABULARY AREA OF READING SUBTEST OF THE CALIFORNIA TEST OF BASIC SKILLS

Legend:

4 = marked improvement
3 = improvement
2 = some improvement
1 = little or no improvement

N = number tested
f = frequency
p = percent

Grade		N	4	3	2	1
4	f	333	89	43	58	143
	p		26.7	12.9	17.4	42.9
5	f	355	87	32	79	157
	p		24.5	9.0	22.3	44.2
6	f	280	79	34	59	108
	p		28.2	12.1	21.1	38.6
7	f	43	11	6	4	22
	p		25.6	14.0	9.3	51.2
8	f	141	59	11	20	51
	p		41.8	7.8	14.2	36.2
10	f	21	11	2	1	7
	p		52.4	9.5	4.8	33.3
11	f	5	3		1	1
	p		60.0		20.0	20.0
12	f	5	3		2	
	p		60.0		40.0	

TABLE 4

DISTRIBUTIONS OF COMPONENT PUPILS BY DEGREES OF IMPROVEMENT IN COMPREHENSION AREA OF READING SUBTEST OF THE CALIFORNIA TEST OF BASIC SKILLS

Legend:

4 - marked improvement
3 = improvement
2 = some improvement
1 = little or no improvement

N = number tested
f = frequency
p = percent

Grade		N	4	3	2	1
4	f	341	93	38	64	146
	p		27.3	11.1	18.8	42.8
5	f	354	113	48	57	136
	p		31.9	13.6	16.1	38.4
6	f	282	78	39	51	114
	p		27.7	13.8	18.1	40.4
7	f	58	13	8	7	30
	p		22.4	13.8	12.1	51.7
8	f	138	59	16	16	47
	p		42.8	11.6	11.6	34.1
10	f	19	10	2	1	6
	p		52.6	10.5	5.3	31.6
11	f	5	2			3
	p		40.0			60.0
12	f	5	4			1
	p		80.0			20.0

TABLE 5

SUMMARY DISTRIBUTIONS OF COMPONENT PUPILS BY DEGREES OF IMPROVEMENT IN VOCABULARY AREA OF READING SUBTEST OF THE CALIFORNIA TEST OF BASIC SKILLS

Legend:

4 = marked improvement
3 = improvement
2 = some improvement
1 = little or no improvement

N = number tested
f = frequency
p = percent

Grade		N	4	3	2	1
Summary Intermediate (Grades 4-6)	f	968	255	109	196	408
	p		26.3	11.3	20.2	42.1
Summary Junior High (Grades 7-8)	f	184	70	17	24	73
	p		38.0	9.2	13.0	39.7
Summary Senior High (Grades 10-12)	f	31	17	2	4	8
	p		54.8	6.5	12.9	25.8
Summary All Grades (4-12)	f	1183	342	128	224	489
	p		28.9	10.8	18.9	41.3

TABLE 6

SUMMARY DISTRIBUTIONS OF COMPONENT PUPILS BY DEGREES OF IMPROVEMENT IN COMPREHENSION AREA OF READING SUBTEST OF THE CALIFORNIA TEST OF BASIC SKILLS

Legend:

4 = marked improvement
3 = improvement
2 = some improvement
1 = little or no improvement

N = number tested
f = frequency
p = percent

Grade		N	4	3	2	1
Summary Intermediate (Grades 4-6)	f	977	284	125	172	396
	p		29.1	12.8	17.6	40.5
Summary Junior High (Grades 7-8)	f	196	72	24	23	77
	p		36.7	12.2	11.7	39.3
Summary Senior High (Grades 10-12)	f	29	16	2	1	10
	p		55.2	6.9	3.4	34.5
Summary All Grades (4-12)	f	1202	372	151	196	483
	p		30.9	12.6	16.3	40.2

TABLE 7

CUMULATIVE PERCENTS OF INTERMEDIATE, JUNIOR HIGH, AND SENIOR HIGH PUPILS PLACING IN FOUR LEVELS OF ACHIEVEMENT ON THE TWO AREAS (VOCABULARY AND COMPREHENSION) OF THE READING SUBTEST OF THE CALIFORNIA TEST OF BASIC SKILLS

Vocabulary Achievement Level	Intermediate	Junior High	Senior High	Total Component
4	26.3	38.0	54.8	28.9
3	37.6	47.3	61.3	39.7
2	57.9	60.3	74.2	58.7
1	100.0	100.0	100.0	100.0

Comprehension Achievement Level	Intermediate	Junior High	Senior High	Total Component
4	29.1	36.7	55.2	30.9
3	41.9	49.0	62.1	43.5
2	59.5	60.7	65.5	59.8
1	100.0	100.0	100.0	100.0

Legend: 4 = marked improvement
3 = improvement
2 = some improvement
1 = little or no improvement

that at least 92 percent of component enrollees at the intermediate level (grades 4-6) receive a passing grade, i.e., a D or better, as a final grade in reading. Ninety-two percent is based on the estimated city-wide pass-fail rate in reading.

Frequencies and percents of final reading grades, by grade level, are presented in Table 8.

TABLE 8

FINAL READING GRADES OF INTERMEDIATE LEVEL PUPILS

		N	A	B	C	D	E
Grade 4	f	337	3	57	168	97	12
	p		0.9	16.9	49.9	28.8	3.6
Grade 5	f	367	4	76	210	72	5
	p		1.1	20.7	57.2	19.6	1.4
Grade 6	f	296	15	62	144	68	7
	p		5.1	20.9	48.6	23.0	2.4
Total	f	1000	22	195	522	237	24
	p		2.2	19.5	52.2	23.7	2.4

Legend: N = number tested
f = frequency
p = percent

Percents of component pupils receiving passing grades (D or better) can be summarized as follows:

Grade 4: 96.4%
Grade 5: 98.6%
Grade 6: 97.6%

Total, grades 4-6: 97.6%

The pass-fail rate in reading for component intermediate level pupils was well above the estimated city-wide pass-fail rate of 92%. This was true at each grade level, as well as for total intermediate pupils.

C. Side Effects and Bonuses

Process Evaluation

In March, 1971 a survey was administered to all component teachers for the purpose of gaining evaluative information on component processes. The following areas were explored:

(1) Pupil selection
(2) Interaction with classroom teachers
(3) In-service program
(4) Program and pupil concerns
(5) Administration

The survey instrument was a 45-item questionnaire, containing both alternate-response and open-ended questions. It was assumed that a measure of reading teachers' perceptions of component processes could be useful in three ways:

(1) As one indication of the true nature of things
(2) As an indicator of areas that may require further study
(3) As a measurement of teachers' perceptions per se

The survey report will be published separately. However, the findings can be summarized as follows:

1. Pupil selection - Leaves much to be desired. Only about half of the component teachers considered present methods as adequate.

2. Interaction with classroom teachers - Conferences with classroom teachers generally successful in establishing rapport. There were a few personality conflicts. Informal conferences with individuals or small groups appeared to be the most successful.

3. In-Service Program - Generally Successful

   a. Teacher ratings of three aspects of the program were generally favorable. These aspects were: helpfulness to become better reading teachers; increased knowledge concerning new or unique teaching methods; and orientation procedures for new teachers.

   b. The four main benefits of in-service meetings as perceived by reading teachers were: new ideas and techniques; motivation and reinforcement; sharing techniques; and sharing experiences.

   c. The three greatest shortcomings of in-service meetings, as seen by reading teachers, were: not enough meetings; facilities at the Board of Education building too crowded, particularly when meeting with other groups; and meetings repetitious.

   d. Component teachers provided many useful suggestions for the improvement of the in-service program.

4. Program and pupil concerns:

   a. Areas most in need of improvement are scheduling and pupil selection. Scheduling difficulties included conflicts with

other classes and programs, and, on the secondary level, the limitation of selection from study halls.

b. Discipline was not seen as a significant problem in component classrooms.

c. Pupil mobility was a problem for 37.3% of the component teachers.

d. Effect of component on pupils' attitudes toward reading was favorable.

5. Administration - Cooperation between component teachers and building principals was generally successful. There were a few personality conflicts.

SECTION V. - Judgments of Worth

A. Value of Outcomes

1. Achievement Testing Outcomes

Objective I was "to help the underachieving pupil improve his reading achievement." Instrumentation was a pre-post administration of the California Test of Basic Skills, Reading Subtest. Two criteria were used to determine the degree to which the objective was met:

a. The percent of component enrollees to surpass their expected grade placement in at least one of the two areas tested (vocabulary and comprehension).

b. The distribution of component enrollees within four categories for degree of improvement, as defined by the State of Ohio Department of Education.

Criterion a was met to the following extent: 73.3% of component enrollees surpassed their extended grade placement in at least one of the two areas tested. This compared favorably with last years' total percentage of 67.3%.

Total distribution of pupils by degree of improvement (Criterion b) was as follows:

Vocabulary:

	percent
marked improvement	28.9
improvement	10.8
some improvement	18.9
little or no improvement	41.3

Comprehension:

	percent
marked improvement	30.9
improvement.	12.6
some improvement	16.3
little or no improvement	40.2

The component was successful in attaining Objective 1. Compared to last year's component, it showed more success when judged by Criterion a, but less success when judged by Criterion b.

There was little difference in group achievement between the two areas of vocabulary and comprehension. The small differences noted were in the general direction of greater success in comprehension. This was evident in data for both criteria.

There was a general trend according to both criteria which indicated that the senior high group attained the highest degree of success, the junior high group second, and the intermediate group the least amount of improvement.

Grade 7 showed the least degree of success according to Criterion a. This may be due to the fact that selection procedures for junior high place emphasis on selection of 8th grade pupils. Seventh and ninth grade pupils were generally admitted later in the year, as vacancies occurred.

2. Final Reading Grade Outcomes

   Objective 2 was "to help intermediate level (grades 4-6) underachieving pupils to become more successful in their regular reading class work." Instrumentation was a form for reporting final grades in reading, filled out by component teachers at the end of the school year. The criterion for success was that at least 92 percent of component enrollees in grades 4-6 receive a passing grade (D or better) in reading. Ninety-two percent is based on the estimated city-wide pass-fail rate in reading.

The proportion of intermediate level component pupils achieving a passing grade was 97.6%, well above the estimated city average. All three intermediate grades also achieved well above the estimated city average.

3. Implications of Outcomes

   a. The overall success of the component in meeting Objective 1 (improvement in reading achievement, as measured by a standardized test) indicates that the component helped a substantial percentage of component pupils to make significant gains in basic reading skills. Acquisition of basic reading skills facilitates, but does not assure, success in other areas of school work. Carry-over of reading skills into the regular classroom should be further facilitated by planned coordination between reading and regular classroom programs.

b. Pupil attitudes and motivation are also worthy of consideration as factors in a pupil's success in regular school work. If these are unfavorable, even a pupil who has acquired the necessary basic skills may perform poorly. Effective methods of improving pupil attitudes and motivation should be sought, and then applied to both the reading component and the regular classroom. Sharing of ideas and techniques between the reading teacher and classroom teachers would be helpful in this area.

c. Although overall evaluation results were favorable, many component pupils did not make significant gains in reading achievement. Many others made significant gains in only one of the two areas (vocabulary and comprehension) tested. Pupils who showed deficiencies in this year's component are in need of further help in the areas of their deficiencies before they can be considered equipped to handle regular school work.

d. The fact that there was little group difference in achievement between the two skill areas of vocabulary and comprehension would indicate that these two skill areas were given equal emphasis in the implementation of the component. However, the fact that individual pupils displayed a disparity in improvement between vocabulary and comprehension would indicate a need for a more prescriptive approach to meeting individual needs in reading.

e. The reasons for the general trend of successively greater group achievement as grade level increased are not clear. This trend might suggest that there are certain procedures or conditions inherent in secondary reading classes, but less evident in elementary classes, which contribute to success in reading. A further study might serve to identify these procedures and/or conditions, and determine whether they are applicable to lower grade level classes.

f. The low degree of success in the seventh grade group may be due to the fact that selection procedures for junior high pupils placed emphasis on selection of eighth grade pupils. Seventh and ninth grade pupils were generally admitted later in the year, as vacancies occurred. There were not comparative pre-post test data for ninth grade pupils. However, it is reasonable to suspect that, if there had been comparable ninth grade data, a group deficiency similar to that noted in the seventh grade might have been evident. It is expected that changes in selection procedures for grades 7-9 would ameliorate the disparity in achievement between grades at the junior high level.

g. When component intermediate pupils' final reading grades were compared on a pass-fail basis with the estimated city pass-fail rate, a high degree of success was indicated in attaining Objective 2 (success in regular reading class work for intermediate pupils, as measured by final reading grades). Two alternative explanations are suggested.

(1) That component intermediate pupils, as a group, performed well above the estimated city averages in their regular reading classes.

(2) That letter grades in schools served by the component are not entirely comparable to letter grades in the city schools as a whole. If this is the case, it could be due to such factors as different points of reference (school norms as opposed to city norms), and differences in subjective judgment by teachers assigning final grades.

If the criterion for Objective 2 were changed from a city-wide pass-fail rate to a pass-fail rate based on the schools served by the component, a better reference point for comparability might be established.

B. Recommendations

The following recommendations are based on both pupil and process data:

1. Pupils who demonstrated deficiencies at the end of the component should continue in next year's Intermediate or Secondary Language Development Component.

2. Instruction should be prescribed for individual pupils as much as possible, so as to give greater concentration to areas in which pupils are most deficient.

3. Every effort should be made to coordinate component reading instruction with classroom programs for effective carry-over of basic reading skills into other areas of instruction.

4. Component and classroom teachers should be encouraged to share ideas and techniques which show promise in improving pupil motivation and attitudes.

5. The pattern of varying degrees of achievement between the intermediate and secondary elements of the component might suggest further study to determine whether the greater achievement on the secondary level may be attributable to procedures or conditions inherent in the secondary reading class which could be adapted to the intermediate reading class for greater effectiveness.

6. Grading procedures might be examined to determine whether there is true comparability between grades assigned to pupils in schools served by the component, and grades assigned to pupils in city schools as a whole. Possibly the criterion for success in regular reading class work should be based on the percent of pupils achieving passing grades in schools served by the component, rather than the estimated city-wide percent.

7. Alternate methods of pupil selection should be studied for possible changes in present procedures. Special attention should be given to the junior high selection procedures for inclusion of more seventh and ninth grade pupils at the beginning of the component. On the secondary level, the procedure of selecting pupils available from study halls should also be re-examined.

8. Alternate methods of scheduling reading classes should be studied for possible changes to minimize conflicts with other classes and programs, and, on the secondary level, to reduce problems inherent in the limitation of scheduling from study halls.

9. It is suggested that conferences between component teachers and classroom teachers should be mainly on an informal basis, with individuals or small groups.

10. To avoid overcrowded facilities at in-service meetings, particularly when meetings are for combined groups, alternate locations for the meetings should be considered.

11. Recommendations and comments by component teachers in the teacher survey (report to be published separately) should be considered as one input into decisions affecting the component processes within the scope of that survey.